

APPLICATION FORM

SUPPLEMENTAL EDUCATIONAL SERVICE PROVIDERS

School Years 2002-03 through 2007-08
Pursuant to the No Child Left Behind Act of 2001
Section 1116(e)(1)

Issued by:
The Michigan Department of Education
Office of Field Services

For more information contact Linda Brown
Phone: 517-373-3921
Fax: 517-335-2886
e-mail: brownlq@michigan.gov

Applications will be accepted on a continuous basis.

Mail to:
Linda Brown
Michigan Department of Education
Office of Field Services
P.O. Box 30008
Lansing, MI 48909

Michigan State Board of Education

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Background

As part of the federal **No Child Left Behind Act** (NCLB) of 2001, any local school district or public school academy (PSA) that has one or more schools in the second year of school improvement or in corrective action or restructuring shall arrange for the provision of supplemental educational services to eligible children in the schools from a provider with a demonstrated record of effectiveness, that is selected by the parents in cooperation with the school district of residence and approved for that purpose by the State educational agency.

Purpose

This Application Form is issued to select the providers of supplemental educational services that will be included on the Approved Supplemental Services Provider (ASSP) list. This is not a competitive grant in that as many providers can be included on the ASSP list as meet the criteria specified below. This list will be maintained by the Michigan Department of Education and will indicate which of the approved providers offer supplemental educational services in each local school district/PSA.

The **No Child Left Behind Act** requires that the State promote maximum participation by providers to ensure, to the extent practicable, that parents have as many choices as possible. Applications will be accepted on a continuous basis, and the State approved list will be updated at least annually. Each year there will be an opportunity for new providers to demonstrate that their organization meets the requirements. Providers of supplemental educational services can also be removed from the list annually subject to the conditions specified in the section, “Michigan Department of Education Responsibilities.”

It is expected that instruction will be in the areas of reading and mathematics in order to help students meet Michigan’s academic content and student achievement standards, as demonstrated by improved Michigan Education Assessment Program (MEAP) scores. In addition, the State encourages supplemental educational service providers to address the State Board of Education’s five Strategic Initiatives where appropriate:

- Ensuring Excellent Educators
- Elevating Educational Leadership
- Embracing the Information Age
- Ensuring Early Childhood Literacy
- Integrating Communities and Schools

Supplemental Educational Service Providers Eligibility Requirements

Supplemental education service providers must meet the following criteria:

- Is a non-profit entity, a for profit entity, institution of higher education, intermediate school district, or a local educational agency (local school district/PSA).
- Uses an instructional approach with a demonstrated record of effectiveness in increasing student academic achievement.
- Provides supplemental educational services that are consistent with State academic standards. (The Michigan Model Content Standards are available on the MDE web site: www.michigan.gov/mde.)
- Provides instruction that is of high quality, research-based, and specifically designed to help students attain proficiency in meeting the State's academic achievement standards and to increase academic achievement of eligible children on the State academic assessments.
- Provides content and instruction that are consistent with the instruction provided and content used by the local school district/PSA and is aligned with State student academic achievement standards.
- Provides instruction that is supplemental to the instruction that is provided during the school day.
- Provides instruction only by individuals who meet the federal requirements for staff working in a Title I program.
- Provides instruction and content that is secular, neutral and non-ideological.
- Meets all applicable Federal, State, and local health, safety, and civil rights laws.
- Provides parents of children receiving supplemental educational services and the local school district/PSA with information on the progress of the children in increasing achievement in a format and, to the extent practicable, in a language that parents can understand.
- Is financially sound.
- Uses the state requirements for criminal history check.

Responsibilities of Approved Provider

Entities included on the Approved Supplemental Services Provider list are required to do the following:

- Enter into an agreement with the local school district that includes:
 - A statement of specific achievement goals for each student.
 - A description of how the student's progress will be measured.
 - A timetable for improving achievement that, in the case of a student with disabilities, is consistent with the student's Individual Education Program under section 614 (d) of the Individuals with Disabilities Education Act.

- A description of how the student's parents and the student's teacher(s) will be regularly informed of the student's progress.
- An assurance from the provider that the identity of any student eligible for, or receiving, supplemental educational services will not be disclosed to the public without the written permission of the parents of the student.
- An assurance from the provider that the qualifications of staff responsible for the delivery of the instructional program meet the NCLB qualifications for highly qualified core academic teachers and/or new paraprofessionals (two years of study at an institution of higher education; associate's degree (or higher); or meet standards of quality through formal assessment).
- An assurance from the provider that staff meeting only the new paraprofessional qualifications of NCLB will work under the direct supervision of another staff member who meets the NCLB qualifications of "highly qualified teacher."
- An assurance that all staff providing instruction to qualified children meet the state requirements for criminal history check.

Responsibilities of the Local School District/PSA

Qualifying local school districts/PSAs are required to:

- Identify eligible students.
- Notify parents annually (in an understandable and uniform format, and, to the extent practicable, in a language the parents can understand) of:
 - The availability of supplemental services.
 - The identity of approved providers whose services are within the local school district/PSA or whose services are reasonably available in neighboring local school districts.
- Provide parents with a brief description of the services, qualifications, and demonstrated effectiveness of each approved provider.
- Assist parents, upon request, in choosing a provider from the list of State approved providers.
- Apply fair and equitable procedures for serving students if the number of spaces at approved providers is not sufficient to serve all students.
- Not disclose to the public the identity of any student who is eligible for, or receiving, supplemental educational services without the written permission of the parents of the student.
- Enter into an agreement with the supplemental educational service provider, chosen by the parent, that shall:
 - Include all supplemental educational service provider's responsibilities listed above. (See "Responsibilities of Approved Provider.")

- Provide for the termination of the agreement if the provider is unable to meet the specific student academic achievement goals and timetables for improving student academic achievement.
 - Contain provisions with respect to the making of payments to the provider by the local public school district/PSA.
 - Prohibit the provider from disclosing to the public the identity of any student eligible for, or receiving, supplemental educational services without the written permission of the parents of the student.
- Continue to offer supplemental services until the school(s) in question is no longer identified for school improvement according to provisions of NCLB.

Funding

The school district is required to spend for each student receiving supplemental services the amount of its Title I per pupil allocation or the actual cost of the supplemental services, whichever is less. The Title I allocations for the local school districts/PSAs are available on the Office of Field Services web site. (Go to www.mi.gov/mde. Choose “Programs and Offices” located on the right side of the page. Select “Field Services” from the white list on the left side. Under “Program Allocations,” select “2002-2003 Program Allocations.”)

Michigan Department of Education (MDE) Responsibilities

The Michigan Department of Education (MDE) is required to do the following:

- Maintain an updated list of approved supplemental educational service providers across the State, by school district, from which parents may select.
- Promote maximum participation by supplemental service educational providers to ensure, to the extent practicable, that parents have as many choices as possible.
- Develop, implement, and publicly report on standards and techniques for monitoring the quality and effectiveness of the services offered by approved supplemental educational service providers and to withdraw approval from providers that fail, for two consecutive years, to contribute to increasing the academic proficiency of students to whom they provide services.
- Provide annual notice to potential supplemental educational service providers of the opportunity to provide services and to inform potential providers of the eligibility requirements to become an approved provider.

Reporting

The supplemental educational services provider must report on a continual basis to the local school district/PSA on the academic gains made by eligible children that assist in increasing the academic achievement on the State assessments and contribute to attaining proficiency in meeting the State’s academic achievement standards.

The local school district/PSA must report the gains made by all students who are provided with supplemental services to the Michigan Department of Education. The Michigan Department of Education will use the information provided by the local school district/PSA to review the eligibility status of each provider to determine if the provider is carrying out its responsibilities for increasing the academic proficiency of students to whom they provide service.

Application Process and Timeline

Applications will be accepted by the Michigan Department of Education on a continuous basis. Address or deliver the application to:

Linda Brown
Michigan Department of Education
Office of Field Services
PO Box 30008
Lansing, MI 48909

The Approved Supplemental Service Providers list will be posted on the MDE web site. Providers whose applications are not approved will be notified and may reapply in future years. Upon request, the reasons for denial will be provided to the applicant.

Required Format

Applicants must use the attached application form. Please provide the information in the order indicated on the application form and instructions. In addition:

- Use no smaller than 12 pt. type.
- Use a document footer with entity name and page numbers.
- Please limit the number of pages in the narrative to 10 pages.
- Allowable attachments are limited to letters of reference and printed brochures describing the services provided. Proposal reviewers will not be expected to read additional attachments. Attachments such as CDs, videotapes, or other multimedia productions should not be submitted and will not be reviewed.

A complete packet includes:

- ☐ Completed application
- ☐ Program narrative
- ☐ Completed Services Summary Chart
- ☐ Signed assurances form
- ☐ Allowable attachments

APPLICATION FORM FOR
SUPPLEMENTAL EDUCATIONAL SERVICE PROVIDERS

Name of Entity _____

Address _____

City _____ State _____ Zip _____

Phone _____ Fax _____

Email _____

Proposed Location of Services (if different from above):

Address _____

City _____ State _____ Zip _____

Name of Contact Person _____

Geographic limitation. Our organization can provide services to:

All local school districts/PSAs in Michigan: Yes ☐ No ☐

To only the following areas: (Please list the counties or local school districts/PSAs you are willing to serve)

For Profit Company ☐ Non-Profit Organization ☐ Institution of Higher Education ☐

Local School District ☐ PSA ☐ ISD ☐

Please address the following criteria in a narrative of no more than 10 pages. Use attached rubric for specific information required.

1. Please describe the program that will be offered.
 - a. Provide evidence of alignment to State and local district/PSA academic content standards.
 - b. Discuss how consistency of content and instruction with local district/PSA content and instruction will be addressed.
 - c. Describe logistics of providing service to eligible students.
2. Indicate who will provide the instruction, their qualifications, and the ongoing support they will receive.
3. Provide evidence of the program's effectiveness in increasing student achievement.
4. Describe evaluation, monitoring for effectiveness and communication process.
 - a. Describe how the program will be monitored for effectiveness.
 - b. Describe how the progress of students receiving supplemental educational services will be measured and which assessments will be used.
 - c. Describe how the district, parents, and teacher(s) will be notified of the student's progress (in their native language, if necessary).
5. Indicate the pricing structure for providing supplemental services.

Services Summary

(Please limit responses to one word or short phrases. This information will be used in the compilation of a statewide master chart for parents and local school districts/PSAs.)

Name	
City and County	
Proposed location of service delivery	
If service delivery is not at the student's school, is transportation provided, and if yes, is there a separate fee? (Note: Districts are not required to provide or pay for transportation.)	
Services period start and end date for 2003-04	
Type of certification/qualification of instructors	
Individual or small group (maximum # in small group)	
Length of each tutoring session	
Number of sessions per week	
Cost per session	
Grade levels served	
Tutoring available in Reading and/or Math	
Title of tutoring curriculum/program utilized	
Evidence of program effectiveness	
Specifics of reporting to district, parents, and teacher(s) (format, frequency, method of communication)	
Description of services available to diverse populations (i.e., special needs, specific languages)	
Other information:	

Assurances and Signature Form

In submitting this application to be included in the Michigan Department of Education Approved Supplemental Educational Services Provider List, I certify that:

1. The organization meets all applicable federal, state, and local health, safety, and civil rights laws.
2. All staff providing instruction to qualified children meet the state requirements for criminal history check.
3. All staff providing instruction to qualified children meet at least the standards of quality for new paraprofessionals under section 1119 of Title I.
4. All staff meeting only the new paraprofessional qualifications of NCLB will work under the direct supervision of another staff member who meets the NCLB qualifications of “highly qualified teacher.”
5. All instruction and content are secular, neutral, and non-ideological.
6. All qualified children whose parents request services from the organization will be served equally, without restriction.
7. The organization will not disclose to the public the identity of any student eligible for or receiving supplemental services without the written permission of the parent of the student.
8. The organization is financially stable and will be able to complete services to the student and the school.
9. The organization will not apply additional admission criteria on eligible students.

Signature

Title

Date

Supplemental Educational Services Rubric

Proposal # _____ Reviewer: _____

OVERALL SCORING ____/42

[Must score at least 28]

Application Narrative

Rubric Element 1.	Program	10 points
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- ❖ Describe the program that will be offered. Be sure to include the following specifics:
- Alignment of program to MDE model academic content standards and student academic achievement standards
 - How content and instruction will be consistent with content and instruction of local school district/PSA
 - Location of service delivery
 - Length of each tutoring session (i.e., everyday, biweekly, summer)
 - Grade levels served
 - Special groups served, if applicable
 - Discuss the transportation arrangements, if applicable

Indicate how the content of the program will be aligned with state academic standards.

Level I 0-1 points	Level II 2-5 points	Level III 6-10 points
<ul style="list-style-type: none"> • Fails to provide an adequate description of the program. • Fails to demonstrate how the provider's services are consistent with state academic standards. 	<ul style="list-style-type: none"> • Addresses some of the areas listed above in the program description. • Includes some information regarding the alignment of the supplemental services offered and state academic standards. 	<ul style="list-style-type: none"> • Details clearly the instructional program offered by the provider. Addresses each of the areas listed above. • Includes strong evidence that the program offered is consistent with state academic standards.
		Total points for element ____/10

Comments:

Rubric Element 2.	Staff	7 points
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- ❖ Indicate who will provide the instruction, their qualifications and the ongoing support that they will receive.

Level I 0-1 points	Level II 2-4 points	Level III 5-7 points
<ul style="list-style-type: none"> Does not address the qualifications of teachers/other staff or the ongoing support they will be given. 	<ul style="list-style-type: none"> Provides some description of the qualifications of teachers/other staff and the ongoing support they will be given. 	<ul style="list-style-type: none"> Staff identified and fully qualified. Comprehensive plan in place for professional and technical assistance.
Total points for element ____/7		

Comments:

Rubric Element 3.	Program Effectiveness	10 points
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- ❖ Provide evidence of the program's effectiveness in increasing student achievement. Include a description of the high quality, research-based instruction that supports the program.

Level I 0-1 points	Level II 2-5 points	Level III 6-10 points
<ul style="list-style-type: none"> Fails to discuss the effectiveness of the program. Fails to include evidence that the program has a record of effectiveness. 	<ul style="list-style-type: none"> Shows some evidence of the effectiveness of the program. Includes limited description of high quality, research-based instruction. Shows some evidence that the program has a record of effectiveness. 	<ul style="list-style-type: none"> Cites evidence that fully supports the program's effectiveness. Includes description of high quality, research-based instruction that supports the program. Provides strong evidence that the program has a record of effectiveness.
Total points for element ____/10		

Comments

Rubric Element 4. Evaluation/Monitoring	10 points
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- ❖ Describe how the program will be monitored for effectiveness.
- ❖ Describe how the progress of students receiving supplemental educational services will be measured and which assessments will be used.
- ❖ Describe how the district, parents, and teacher(s) will be notified of the student's progress (in their native language, if necessary).

Level I 0-1 points	Level II 2-5 points	Level III 6-10 points
<ul style="list-style-type: none"> • Fails to discuss how the program will be evaluated. • Does not address monitoring progress of each student receiving tutorial assistance. • Does not adequately explain how district, parents, and teacher(s) will be informed of a student's progress. 	<ul style="list-style-type: none"> • Provides some description of how the program will be evaluated. • Shows limited method for monitoring progress of each student receiving tutorial assistance. • Provides some explanation as to how district, parents, and teacher(s) will be informed of a student's progress. 	<ul style="list-style-type: none"> • Clearly explains how the program will be consistently monitored for effectiveness. • Details how student progress will be monitored through assessments. • Describes plan to thoroughly inform district, parents, and teacher(s) of the student's progress.
Total points for element ____/10		

Comments:

Rubric Element 5. Pricing for Supplemental Services	5 points
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Indicate the pricing structure for providing supplemental services.

Level I 0-1 points	Level II 2-3 points	Level III 4-5 points
<ul style="list-style-type: none"> • The explanation of pricing fails to give the reader an understanding of the cost of services. 	<ul style="list-style-type: none"> • The explanation of pricing provides some understanding of the cost of services. 	<ul style="list-style-type: none"> • The explanation of pricing clearly explains the cost of services.
Total points for element ____/5		

Comments: